

Supplement to Veronica's Story
(Japanese-American relocation/internment camps)

Introduction:

The Japanese attack on Pearl Harbor initiated our entry into World War II. Congress, at the behest of President Franklin D. Roosevelt, declared war on Japan. The undeclared war on Japanese-Americans living on the West Coast of the United States is less understood. The relocation of Japanese-Americans living on the West Coast of the United States into internment camps is the subject of this lesson.

Objectives:

1. Refresh children's knowledge for our entry into World War II.
2. Examine FDR's draft #1 of his proposed message to Congress penned Dec. 7, 1941 after the attack on Pearl Harbor.
3. Compare/contrast draft #1 to the final version delivered to Congress.
4. Examine the Congressional Declaration of War on Japan.
5. Examine propaganda posters and their effect on Americans in the United States.
6. Examine FDR's Executive Order 9066 which was justified as a "military necessity" to protect the United States against spying and sabotage.
7. Examine the Civil Liberties Act of 1988 (the Japanese American Redress Bill) and its results on those interred during the war.
8. Examine Reagan's remarks on signing the Redress Bill.
9. Explore poetry written by Japanese-American children while interred at camp.

Background for Teachers:

The Japanese attacked Pearl Harbor on December 7, 1941. President Roosevelt addressed Congress the following day, urging that the United States declare war on Japan. Congress responded with a declaration of war.

There was widespread fear of Japanese-Americans in this country during this time, especially those living on the West Coast. President Roosevelt issued Executive Order 9066 which permitted the military to round-up and incarcerate approximately 120,000 persons of Japanese ancestry who were living on the West Coast. Most were U.S. citizens or legal permanent resident aliens. Half were children.

These Japanese-Americans were forced to leave their homes and jobs. Sometimes family members were put in different camps. There were ten different camps, all but two in the West. They were incarcerated for up to four years without any legal recourse. Some died due to extreme emotional stress and inadequate medical care.

During World War II, Executive Order 9066 was justified as a "military necessity" to protect the United States against spying and sabotage. It was later documented that there had not been one instance of disloyalty by any Japanese-American.

Almost 50 years later, Congress passed the Civil Liberties Act of 1988. Better known as the Japanese-American Redress Bill, this act acknowledged that a “grave injustice was done” and mandated that Congress pay each victim of internment \$20,000 in reparations.

Timeframe:

2 – 5 class sessions

Engage:

1. Watch a video clip from United Streaming (discoveryeducation.com) or elsewhere of the surprise bombing of Pearl Harbor.
2. Discuss what must have been going through people’s minds when they heard the radio announcements of the attack.
3. Discuss the reasons why the president didn’t declare war and needed to speak to Congress.
4. Have a volunteer deliver FDR’s speech (not the draft) to the Congress. Students play Congress. (**document attached in the Appendix at end**)
5. Have the president leave and let Congress role play their deliberations.
6. Let one student read the Congressional Declaration of War. (**document attached in the Appendix at end**)
7. View propaganda posters (**posters attached in the Appendix at end**) and discuss fear of Japanese people living on U. S. soil.
8. Teacher should introduce Executive Order 9066 and briefly explain it, using information under “Background for Teachers.” (**document attached in the Appendix at end**)
9. Discuss what life at the camps might have been like. View poems. (**poems attached in the Appendix at end**)
10. Teacher should introduce the Civil Liberties Act of 1988 (**document attached in the Appendix at end**) and briefly explain it, using information under “Background for Teachers.”

Explore:

1. Divide the children in groups of four or five. Give each a copy of FDR’s draft #1 and actual speech to Congress. On large sheets of paper, have them notate FDR’s changes made to the original draft and reasons he may have made them.
2. Divide the children into groups of four or five. Give the group copies of the propaganda posters. Have them discuss how the posters are alike and different.
3. The teacher should read aloud (paraphrasing where necessary) Executive Order 9066. The class together should explore how they think the president intended for the Order to be enacted.
4. The teacher should read aloud (paraphrasing where necessary) the Civil Liberties Act of 1988. The class together should explore what exactly was done to atone to those affected in the relocation.
5. Divide the children into groups of four or five. Give each group copies of the Civil Liberties Act of 1988 and Reagan’s remarks on signing the

bill. On large paper, list the specifics in the president's remarks that are not present in the actual Act.

6. Have the children read the poems written by children at the relocations camps. What were they trying to say?

Extend:

1. Explain debating procedures to the class. Divide the children into groups of four: two pro and two con in each group to debate the given topics. Note that the topic is stated in the affirmative.
 - The president should be allowed to declare war.
 - Japanese-Americans living in the United States should have been rounded up and placed in relocation camps.
 - The U. S. government should have the right to disregard certain citizens' rights protected by the Constitution in time of war.
 - Poetry is the ideal way to express feelings and emotions.
 - The Japanese should have been portrayed the way they were in the posters you viewed since they initiated war.
 - Add any other topics the children may suggest that pertain to the subject matter.
2. Design your own plan for enacting the president's plan of relocation. How could you have done things differently?
3. Design war posters of your own, being more sensitive to the fact that loyal Japanese-Americans were living in this country and fighting for this country.
4. Write poetry where you can express yourself on a topic meaningful to you.
5. Compare/contrast the bombing of Pearl Harbor and September 11, 2001. Use a Venn diagram.

Evaluation:

1. Use all the work created throughout this lesson/series of lessons to evaluate the children's understanding.
2. Have each student create a brief tri-fold, using headings:

What happened?	Why did it happen?	Results?
Bombing of Pearl Harbor		
FDR addresses Congress		
Congress declares war		
Japanese-Americans feared		
Poetry written by children in camps		
Propaganda posters created		
Executive Order 9066		
Civil Liberties Act of 1988		

Standards:

- SS5H6.b– The student will explain the reasons for America's involvement in WWII. Describe Pearl Harbor

- SS5H6.d – The student will explain the reasons for America’s involvement in WWII. Identify Roosevelt.
- SS5G1.b– The student will locate important places in the United States: Pearl Harbor, HI.
- SS5CG1 – The student will explain how a citizen’s rights are protected under the U.S. Constitution.
 1. SS5CG1.b – Explain the freedoms granted and rights protected by the Bill of Rights.
 2. SS5CG1.c – Explain the concept of due process of law and describe how the Constitution protects a citizen’s rights by due process.
- SS5H6.e – The student will explain the reasons for America’s involvement in WWII. Describe how World War II changed the lives of people at home.
- SS5IP1 – The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
 1. SS5IP1.a – Compare similarities and differences
 2. SS5IP1.c – Identify issues and/or problems and alternative solutions
 3. SS5IP1.f – Identify and use primary and secondary sources.
 4. SS5IP1.k – Draw conclusions and make generalizations.

Appendix

DRAFT No. 1

December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in ~~world history~~ ^{infamy},
the United States of America was ~~simultaneously~~ ^{suddenly} and deliberately attacked
by naval and air forces of the Empire of Japan, ~~with out warning~~.

The United States was at the moment at peace with that nation and was
~~still in~~ continuing the conversations with its Government and its Emperor looking
toward the maintenance of peace in the Pacific. Indeed, one hour after
Japanese air squadrons had commenced bombing in ~~Hawaii~~ ^{Oahu} and the Philippines,
the Japanese Ambassador to the United States and his colleague delivered
to the Secretary of State a formal reply to a ~~former~~ ^{recent American} message, ~~from the~~
~~secretary~~. ^{While} ~~This reply contained a statement that diplomatic negotiations~~ ^{started} ~~must be considered at an end, but~~ ^{it seemed unlikely} ~~contained no threat~~ ^{or} ~~and no hint of an~~ ^{war or}
armed attack.

It will be recorded that the distance ~~of Manila, and especially of~~
Hawaii, from Japan make ^{it} obvious that these attacks ^{were} ~~were~~ deliberately
planned many days ^{or 7000 weeks} ago. During the intervening time the Japanese Govern-
ment has deliberately sought to deceive the United States by false
statements and expressions of hope for continued peace.



Franklin D. Roosevelt's "Day of Infamy" Speech

To the Congress of the United States:

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State of form reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government had deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces -- with the unbounded determination of our people - - we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Franklin D. Roosevelt

The White House, December 8, 1941

US Historical Documents

Congressional Declaration of War on Japan

December 8, 1941

JOINT RESOLUTION Declaring that a state of war exists between the Imperial Government of Japan and the Government and the people of the United States and making provisions to prosecute the same.

Whereas the Imperial Government of Japan has committed unprovoked acts of war against the Government and the people of the United States of America:

Therefore be it Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

That the state of war between the United States and the Imperial Government of Japan which has thus been thrust upon the United States is hereby formally declared;

and the President is hereby authorized and directed to employ the entire naval and military forces of the United States and the resources of the Government to carry on war against the Imperial Government of Japan; and, to bring the conflict to a successful termination, all of the resources of the country are hereby pledged by the Congress of the United States.

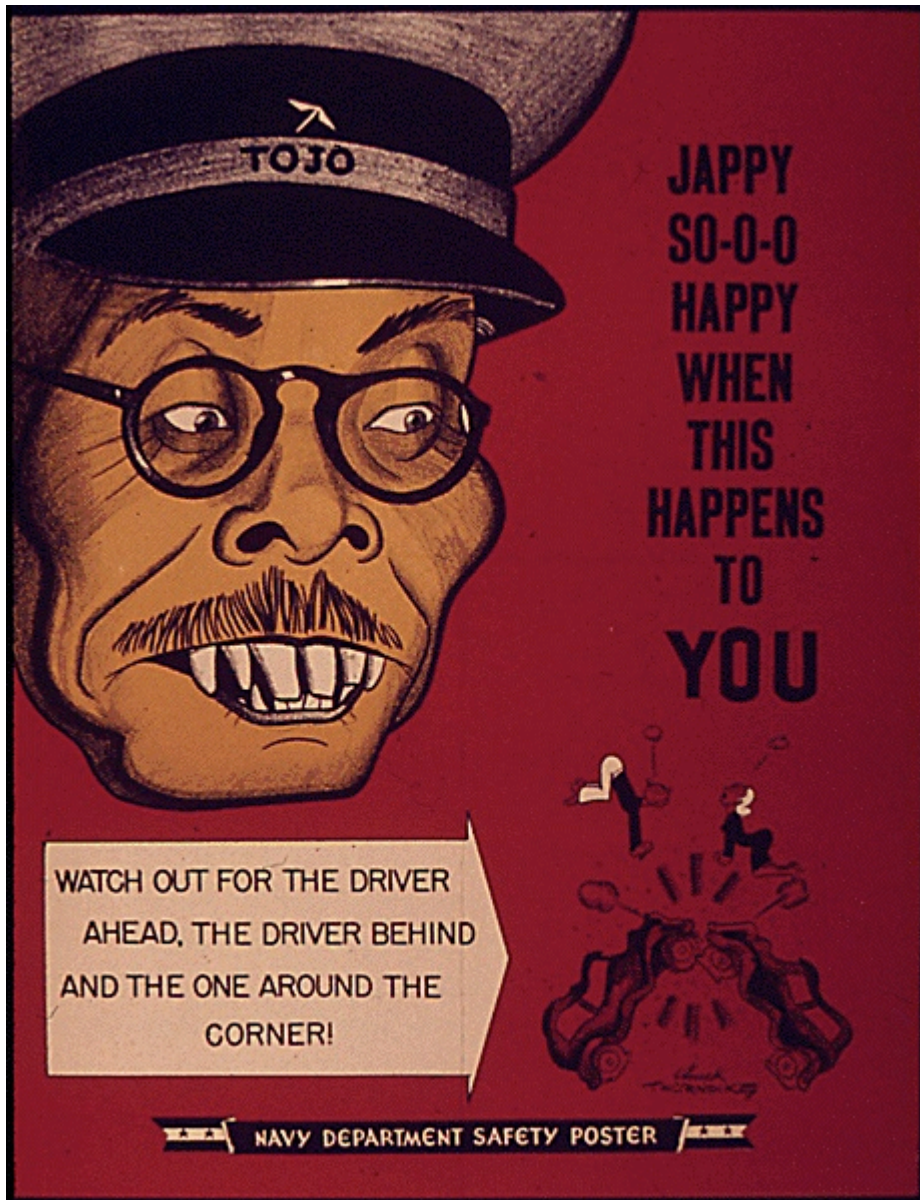
Approved, December 8, 1941, 4:10 p.m. E.S.T.

OPEN TRAP
make **HAPPY JAP**



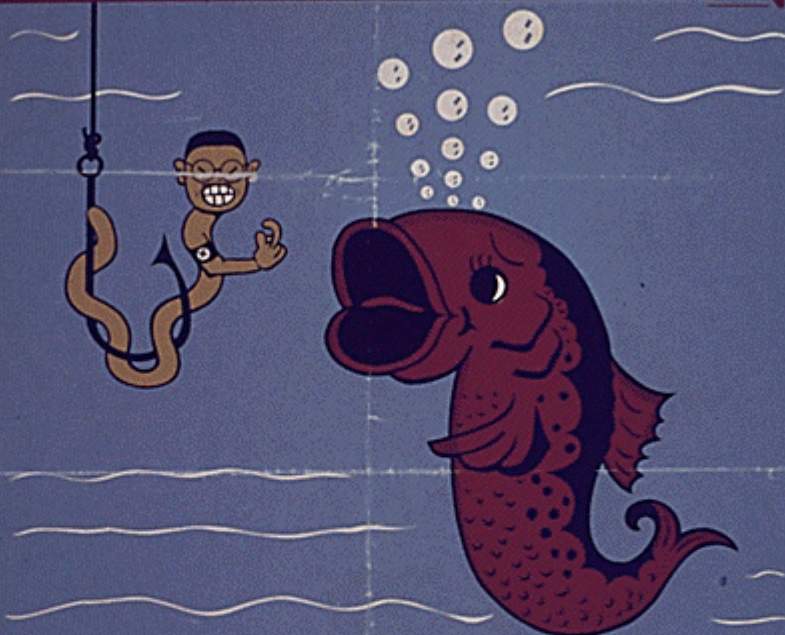
KEEP 'EM Pulling for
VICTORY





Transcribed and formatted for HTML by Patrick Clancey, HyperWar Foundation

KEEP YOUR EYES OPEN AND YOUR MOUTH SHUT!



**EVEN A FISH WOULDN'T
GET CAUGHT IF HE
KEPT HIS MOUTH SHUT!**

PRODUCTION OF DEARS
"INTELLIGENCE SECTION"



KEEP THIS HORROR
FROM *Your* HOME

**INVEST
10% IN
WAR BONDS**



**BACK UP OUR
BATTLESKIES!**





Transcript of Executive Order 9066: Resulting in the Relocation of Japanese (1942)

Executive Order No. 9066

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104);

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt

The White House,

February 19, 1942.

Transcription courtesy of the [History Matters](#) project.

Title: Civil Liberties Act of 1988
Author: U.S. Government
Year Published: 1988

CIVIL LIBERTIES ACT OF 1988

**Enacted by the United States Congress
August 10, 1988**

"The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II.

As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership.

The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable losses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made.

For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation."

Based on the findings of the Commission on Wartime Relocation and Internment of Civilians (CWRIC), the purposes of the Civil Liberties Act of 1988 with respect to persons of Japanese ancestry included the following:

- 1) To acknowledge the fundamental injustice of the evacuation, relocation and internment of citizens and permanent resident aliens of Japanese ancestry during World War II;
- 2) To apologize on behalf of the people of the United States for the evacuation, internment, and relocations of such citizens and permanent residing aliens;
- 3) To provide for a public education fund to finance efforts to inform the public about the internment so as to prevent the recurrence of any similar event;
- 4) To make restitution to those individuals of Japanese ancestry who were interned;
- 5) To make more credible and sincere any declaration of concern by the United States over violations of human rights committed by other nations.

Ronald Reagan on Redress Act

Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese-American Civilians

August 10, 1988

The Members of Congress and distinguished guests, my fellow Americans, we gather here today to right a grave wrong. More than 40 years ago, shortly after the bombing of Pearl Harbor, 120,000 persons of Japanese ancestry living in the United States were forcibly removed from their homes and placed in makeshift internment camps. This action was taken without trial, without jury. It was based solely on race, for these 120,000 were Americans of Japanese descent.

Yes, the Nation was then at war, struggling for its survival and it's not for us today to pass judgment upon those who may have made mistakes while engaged in that great struggle. Yet we must recognize that the internment of Japanese-Americans was just that: a mistake. For throughout the war, Japanese-Americans in the tens of thousands remained utterly loyal to the United States. Indeed, scores of Japanese-Americans volunteered for our Armed Forces, many stepping forward in the internment camps themselves. The 442d Regimental Combat Team, made up entirely of Japanese-Americans, served with immense distinction to defend this nation, their nation. Yet back at home, the soldier's families were being denied the very freedom for which so many of the soldiers themselves were laying down their lives.

Congressman Norman Mineta, with us today, was 10 years old when his family was interned. In the Congressman's words:

"My own family was sent first to Santa Anita Racetrack. We showered in the horse paddocks. Some families lived in converted stables, others in hastily thrown together barracks. We were then moved to Heart Mountain, Wyoming, where our entire family lived in one small room of a rude tar paper barrack." Like so many tens of thousands of others, the members of the Mineta family lived in those conditions not for a matter of weeks or months but for 3 long years.

The legislation that I am about to sign provides for a restitution payment to each of the 60,000 surviving Japanese-Americans of the 120,000 who were relocated or detained. Yet no payment can make up for those lost years. So, what is most important in this bill has less to do with property than with honor. For here we admit a wrong; here we reaffirm our commitment as a nation to equal justice under the law.

I'd like to note that the bill I'm about to sign also provides funds for members of the Aleut community who were evacuated from the Aleutian and Pribilof Islands after a Japanese attack in 1942. This action was taken for the Aleuts' own protection, but property was lost or damaged that has never been replaced.

And now in closing, I wonder whether you'd permit me one personal reminiscence, one prompted by an old newspaper report sent to me by Rose Ochi, a former internee. The clipping comes from the Pacific Citizen and is dated December 1945.

"Arriving by plane from Washington," the article begins, "General Joseph W. Stilwell pinned the Distinguished Service Cross on Mary Masuda in a simple ceremony on the porch of her small frame shack near Talbert, Orange County. She was one of the first Americans of Japanese ancestry to return from relocation centers to California's farmlands." "Vinegar Joe" Stilwell was there that day to honor Kazuo Masuda, Mary's brother. You see, while Mary and her parents were in an internment camp, Kazuo served as staff sergeant to the 442d Regimental Combat Team.

In one action, Kazuo ordered his men back and advanced through heavy fire, hauling a mortar. For 12 hours, he engaged in a singlehanded barrage of Nazi positions. Several weeks later at Cassino, Kazuo staged another lone advance. This time it cost him his life.

The newspaper clipping notes that her two surviving brothers were with Mary and her parents on the little porch that morning. These two brothers, like the heroic Kazuo, had served in the United States Army. After General Stilwell made the award, the motion picture actress Louise Allbritton, a Texas girl, told how a Texas battalion had been saved by the 442d. Other show business personalities paid tribute--Robert Young, Will Rogers, Jr. And one young actor said: **"Blood that has soaked into the sands of a beach is all of one color. America stands unique in the world: the only country not founded on race but on a way, an ideal. Not in spite of but because of our polyglot background, we have had all the strength in the world. That is the American way."** The name of that young actor--I hope I pronounce this right--was Ronald Reagan. And, yes, the ideal of liberty and justice for all--that is still the American way.

Thank you, and God bless you. And now let me sign H.R. 442, so fittingly named in honor of the 442d. Thank you all again, and God bless you all. I think this is a fine day.

Note: The President spoke at 2:33 p.m. in Room 450 of the Old Executive Office Building. H.R. 442, approved August 10, was assigned Public Law No. 100-383.

Poetry Written by Japanese-American Children during Internment

The Desert is my Home⁷



The desert is my home;
I love its sun and sands,
I love its vastness, century's sleep;
It challenges, commands!



At night the cold stars crystallize,
Opalescent, free;
I exult in their ageless eyes,
Their silence envelops me.



This desert is my home,
This, the open plains
And endless sage beneath hot suns,
The sky and sudden rains.



From golden dawn to red sunset,
The desert beckons, calls- -
I love its freedom wilderness,
Unlimited by walls.



And this will be my home;
The desert sands I'll plod,
Far out beneath its skies and stars,
To be alone with God.



Tokiko Inouye

The World⁸



Who dares to say the world is
filled
With putrid smells of hell to
come,
The world shall hate, shall
crush, ---
We live, we die, and all is

done?



The Light of the World shall
never cease
To those with heart and
will;
The Life of Love will give us
peace
At last when all is
still.



Jessica Hoshino



My Plea⁹



Oh God, I pray that I may bear a cross
To set my people free,
That I may help to take good-will across
An understanding sea.

Oh, God, I pray that someday every race
May stand on equal plane
And prejudice will find no dwelling place
In a peace that all may gain.



Mary Matsuzawa

Faith¹⁰



My heart is proud,
My soul is glorious and free.
You, young Nisei, are fighting for
our lives, our country, future,
and everything we stand for.



We are right behind you.
You are proving that we are loyal
in Italy and wherever you go.
You will come back victorious and free,
and we will be waiting for you
in this land of liberty.



Yukio Ota



Barracks Home¹¹

This is our barracks, squatting on the ground,
Tar papered shacks, partitioned into rooms
By sheetrock walls, transmitting every sound
Of neighbor's gossip or the sweep of brooms
The open door welcomes the refugees,
And now at least there is no need to roam
Afar: here space enlarges memories
Beyond the bounds of camp and this new home.
The floor is carpeted with dust, wind-borne
Dry alkalai, patterned with insect feet,
What peace can such a place as this impart?
We can but sense, bewildered and forlorn,
That time, disrupted by the war from neat
Routines, must now adjust within the heart.



Tojo Suyemoto Kawakami



Tapaz, Utah¹²



The desert must have claimed its own
Now that the wayfarers are gone,
And silence has replaced voices
Except for intermittent noises,
Like windy footsteps through the dust,
Or gliding of a snake that must
Escape the sun or sage rustling,
Or soft brush or a quickened wrong
Against the air, -Stillness is change
For this abandoned place, where strange
and foreign tongues had routed peace
Until the refugee's release
Restored calm to the wilderness,
And prairie dogs no longer fear
When shadows shift and disappear

The crows fly straight through setting dusk,
The desert like an empty husk
Holding the small swift sounds that run
To cover when the day is done.



Tojo Suyemoto Kawakami

◆ **Camp Memories**¹³

I have dredged up
Hard fragments lost
I thought in years
Of whirlwind dust.



Exposed to light,
Silently rough
And broken shards
Confront belief.



Tojo Suyemoto Kawakami

